

Pontiac Elementary

500 Spears Creek Church

Elgin, S.C. 29045

Grades	PK-5 Elementary School	
Enrollment	654 Students	
Principal	Beth Elliott	803-699-2700
Superintendent	Stephen W. Hefner, Ed.D.	803-738-3236
Board Chair	William Flemming, Jr., DMD	803-736-0015

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
4	50	33	2	0

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Good	Unsatisfactory	N/A
2003	Good	Unsatisfactory	Yes
2004	Good	Below Average	Yes
2005	Good	Unsatisfactory	Yes

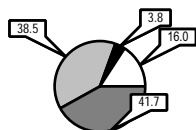
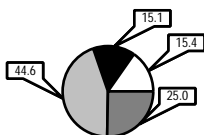
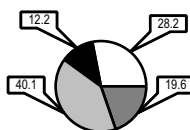
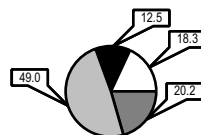
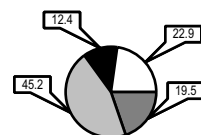
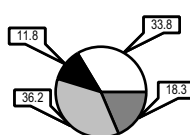
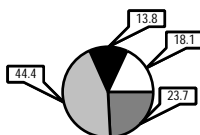
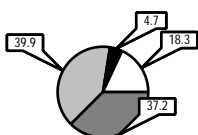
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

94.4%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	343	99.7	15.8	38.6	41.8	3.9	57.6	Yes	Yes
Gender									
Male	161	99.4	21.5	40.3	37.5	0.7	52.1		
Female	182	100.0	10.8	37.1	45.5	6.6	62.3		
Racial/Ethnic Group									
White	142	100.0	14.3	35.3	43.6	6.8	63.2	Yes	Yes
African American	173	99.4	17.9	41.7	39.1	1.3	50.3	Yes	Yes
Asian/Pacific Islander	14	100.0	14.3	14.3	64.3	7.1	85.7	I/S	I/S
Hispanic	12	100.0	8.3	66.7	25.0	0.0	50.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	305	99.7	11.2	39.0	45.8	4.0	62.1		
Disabled	38	100.0	52.9	35.3	8.8	2.9	20.6	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	343	99.7	15.8	38.6	41.8	3.9	57.6		
English Proficiency									
Limited English Proficient	15	100.0	20.0	46.7	33.3	0.0	53.3	I/S	I/S
Non-Limited English Proficient	328	99.7	15.5	38.2	42.2	4.1	57.8		
Socio-Economic Status									
Subsidized meals	183	99.5	21.3	41.9	36.3	0.6	45.6	Yes	Yes
Full-pay meals	160	100.0	9.9	35.1	47.7	7.3	70.2		

Mathematics – State Performance Objective = 36.7%									
All Students	343	100.0	15.4	44.6	25.0	15.1	55.1	Yes	Yes
Gender									
Male	161	100.0	15.2	44.8	25.5	14.5	54.5		
Female	182	100.0	15.6	44.3	24.6	15.6	55.7		
Racial/Ethnic Group									
White	142	100.0	15.0	36.1	27.8	21.1	61.7	Yes	Yes
African American	173	100.0	15.8	53.3	23.0	7.9	48.0	Yes	Yes
Asian/Pacific Islander	14	100.0	7.1	28.6	21.4	42.9	78.6	I/S	I/S
Hispanic	12	100.0	25.0	50.0	16.7	8.3	41.7	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	305	100.0	11.5	45.0	27.3	16.2	59.0		
Disabled	38	100.0	47.1	41.2	5.9	5.9	23.5	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	343	100.0	15.4	44.6	25.0	15.1	55.1		
English Proficiency									
Limited English Proficient	15	100.0	26.7	40.0	20.0	13.3	46.7	I/S	I/S
Non-Limited English Proficient	328	100.0	14.8	44.8	25.3	15.2	55.6		
Socio-Economic Status									
Subsidized meals	183	100.0	18.6	56.5	18.6	6.2	41.6	Yes	Yes
Full-pay meals	160	100.0	11.9	31.8	31.8	24.5	69.5		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	343	100.0	28.2	40.1	19.6	12.2	31.7
Gender							
Male	161	100.0	31.7	37.2	20.0	11.0	31.0
Female	182	100.0	25.1	42.5	19.2	13.2	32.3
Racial/Ethnic Group							
White	142	100.0	23.3	33.1	24.1	19.5	43.6
African American	173	100.0	32.9	47.4	15.8	3.9	19.7
Asian/Pacific Islander	14	100.0	21.4	28.6	21.4	28.6	50.0
Hispanic	12	100.0	33.3	33.3	16.7	16.7	33.3
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	305	100.0	23.0	42.4	21.2	13.3	34.5
Disabled	38	100.0	70.6	20.6	5.9	2.9	8.8
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	343	100.0	28.2	40.1	19.6	12.2	31.7
English Proficiency							
Limited English Proficient	15	100.0	46.7	26.7	13.3	13.3	26.7
Non-Limited English Proficient	328	100.0	27.3	40.7	19.9	12.1	32.0
Socio-Economic Status							
Subsidized meals	183	100.0	34.8	48.4	9.9	6.8	16.8
Full-pay meals	160	100.0	21.2	31.1	29.8	17.9	47.7

Social Studies							
All Students	343	100.0	18.3	49.0	20.2	12.5	32.7
Gender							
Male	161	100.0	22.1	45.5	22.1	10.3	32.4
Female	182	100.0	15.0	52.1	18.6	14.4	32.9
Racial/Ethnic Group							
White	142	100.0	15.8	41.4	23.3	19.5	42.9
African American	173	100.0	21.1	55.9	17.1	5.9	23.0
Asian/Pacific Islander	14	100.0	14.3	35.7	21.4	28.6	50.0
Hispanic	12	100.0	16.7	58.3	25.0	0.0	25.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	305	100.0	13.7	51.4	21.6	13.3	34.9
Disabled	38	100.0	55.9	29.4	8.8	5.9	14.7
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	343	100.0	18.3	49.0	20.2	12.5	32.7
English Proficiency							
Limited English Proficient	15	100.0	26.7	53.3	6.7	13.3	20.0
Non-Limited English Proficient	328	100.0	17.8	48.8	20.9	12.5	33.3
Socio-Economic Status							
Subsidized meals	183	100.0	23.6	54.0	14.3	8.1	22.4
Full-pay meals	160	100.0	12.6	43.7	26.5	17.2	43.7

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	112	100.0	19.6	26.8	45.5	8.0	53.6
	4	112	99.1	10.8	42.3	41.4	5.4	46.8
	5	106	100.0	28.6	34.3	33.3	3.8	37.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	105	100.0	7.3	28.1	57.3	7.3	64.6
	4	121	100.0	23.6	32.1	41.5	2.8	44.3
	5	117	99.2	15.6	54.1	28.4	1.8	30.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	112	100.0	17.0	53.6	19.6	9.8	29.5
	4	112	99.1	10.8	45.9	22.5	20.7	43.2
	5	106	100.0	16.2	41.9	24.8	17.1	41.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	105	100.0	13.5	45.8	31.3	9.4	40.6
	4	121	100.0	16.0	45.3	23.6	15.1	38.7
	5	117	100.0	16.4	42.7	20.9	20.0	40.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	105	100.0	26.0	41.7	27.1	5.2	32.3
	4	121	100.0	25.5	36.8	17.9	19.8	37.7
	5	117	100.0	32.7	41.8	14.5	10.9	25.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	105	100.0	10.4	45.8	26.0	17.7	43.8
	4	121	100.0	18.9	48.1	21.7	11.3	33.0
	5	117	100.0	24.5	52.7	13.6	9.1	22.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 654)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	0.7%	Down from 2.6%	3.0%	3.0%
Attendance rate	95.0%	Down from 96.8%	96.4%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.9%	Down from 6.4%	4.0%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	2.9%	Down from 5.2%	3.2%	3.2%
Eligible for gifted and talented	25.1%	Down from 26.3%	14.9%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	7.0%	Down from 7.5%	8.9%	8.2%
Older than usual for grade	0.2%	Down from 0.9%	0.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 54)				
Teachers with advanced degrees	70.4%	Down from 73.6%	53.1%	52.6%
Continuing contract teachers	92.6%	Up from 83.0%	85.5%	83.3%
Highly qualified teachers	98.0%	Up from 95.9%	93.5%	93.5%
Teachers with emergency or provisional certificates	2.2%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	88.0%	Down from 92.1%	88.3%	87.0%
Teacher attendance rate	95.7%	Up from 94.1%	95.1%	95.0%
Average teacher salary	\$41,364	Down 0.7%	\$41,870	\$41,703
Prof. development days/teacher	19.4 days	Up from 15.5 days	13.1 days	12.8 days
School				
Principal's years at school	6.0	Up from 5.0	5.0	4.0
Student-teacher ratio in core subjects	18.1 to 1	Up from 17.8 to 1	19.0 to 1	18.8 to 1
Prime instructional time	88.6%	Down from 89.6%	89.9%	89.8%
Dollars spent per pupil*	\$7,413	Up 4.9%	\$6,061	\$6,242
Percent of expenditures for teacher salaries*	71.1%	Down from 72.6%	67.0%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	No change	Excellent	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	91.9%		89.4%	
Highly qualified teachers in high poverty schools	93.8%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		No	

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Pontiac Elementary focuses on meeting the needs of individual students, which in turn creates group success. We are proud to announce our recognition in the area of writing. We were named an Exemplary Writing School for the year 2005. We add this award along with our National Blue Ribbon status, School of Promise and the District Teamwork Award. These recognitions confirm our drive to continue to stretch our academic expectations for all students. We feel our community-building climate is what contributes to our ongoing successes. We continue as a faculty, staff, parent, and student team to constantly change and restructure. We pride ourselves on our philosophy of meeting the needs of all students. Making a difference with each individual student is our focus. With such a qualified staff including 17 National Board Certified Teachers, 2 finalists for the State of South Carolina Excellence of Teaching in Math and Science, 4 District Honor Roll Teachers, a Fulbright Scholarship Winner, Past Support Person of the Year and many grant recipients, we are ready to challenge each and every student to reach his/her potential. We are proud of our technology labs, as well as computers and other multimedia technologies in the classroom to enhance instruction. We will continue our state grant which gives us a full-time math coach specialist for the year 2005-06.

Our developmentally appropriate space for kindergarten, elementary, and intermediate grades has provided teachers and students with a facility that endorses hands-on learning. Our ability to offer low teacher/pupil ratios continues to be a strength of our program. Our partnership with the University of South Carolina continues to offer many experiences for our students. Being a Professional Development School enables us to continue to grow in all areas of the curriculum. Our partnership has enabled us to be a part of many University grants and projects such as the collaboration between engineering interns and our Pontiac students.

As part of our school planning process, we will continue to review our test scores and make good decisions for groups of students as well as focusing on test scores of individual students. Our PACT scores continue to be strong and numbers of students scoring in the below basic category continue to decline. We will also continue to use MAP (Measures of Academic Progress) data to differentiate instruction for all students. The use of this data has enabled us to make instructional changes to meet the needs of the individual learner. As a team, we will continue to work on stretching our high expectations. We have worked on dress code, safety issues, and meeting the needs of a growing, active community. Many variables are included in providing the very best learning environment for all students. We will continue to strive to be the very best educational setting for all students.

Beth T. Elliott, Principal
Teresa Legette, Site Council Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	46	96	49
Percent satisfied with learning environment	97.8%	88.5%	93.3%
Percent satisfied with social and physical environment	97.8%	89.0%	87.8%
Percent satisfied with school-home relations	97.8%	93.4%	77.1%

*Only students at the highest elementary school grade level at this school and their parents were included.